

# **External Review Team Process**

## **Office of Federal and State Accountability**

### **Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP)**

#### **Revised for School Year 2008-09**

#### **Revisions Included**

School: Clio **Elementary**/Middle      District: Marlboro  
Principal: Robert Chris Brown, III      Superintendent: Alisa Goodman

## **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

### **Rationale**

Clio Elementary/Middle School in rural Marlboro County is the school home for 235 students in pre-K through eighth grade. The school has faced unusual circumstances during the past few years. In September 2004, half of the facility burned, resulting in PK through fifth grade students moving into mobiles. Although a new facility is being built, the students are still in the mobiles three and one half years later. Since the fire, the school's enrollment has dropped each year with the current 2007-08 enrollment more than 15 percent less than it was in 2004-05. This drop in enrollment can be partially attributed to students moving away to escape the current situation with facilities. Also, many students scoring proficient or advanced on PACT have transferred from Clio to the School of Discovery, a magnet school in the school district serving the gifted and talented population. In the three years since the fire, twelve sixth graders have transferred to the magnet school. Once they transfer to the magnet school, Clio cannot include their PACT scores in the school's test results.

Of the 235 students enrolled at Clio Elementary School, 84 percent are African American, 7 percent Caucasian, and 9 percent Other. More than 89 percent of the students receive free and/or reduced lunch. No eighth grade students are enrolled in high school credit courses, down from 13 percent last year. No students are being served in the gifted and talented program at Clio School.

There are twenty-nine certified teachers on staff, (eighteen core, including PK and K, four exploratory and seven support staff (guidance, media, speech, LD resource, technology coach, and two master teachers). Based on information in the 2007 School Report Card, over 91 percent of the teachers returned to Clio Elementary/Middle; 65.4 percent have advanced degrees; and their attendance rate is 96 percent, up from 94.8 percent. There are two teachers on staff in PACE, the program for alternative certification in education. The principal Diane Grant is in her second year at Clio Elementary/Middle. Prior to Mrs. Grant, Clio Elementary/Middle had seven principals over a ten-year period.

The one lab with twenty computers does not meet the needs of the 235 students in grades PK-eight. Furthermore, most classrooms have only one computer. The after school program at Clio serves around eighty students and uses a curriculum which relies on computer-assisted programs. Presently, because of the shortage of computers, the students rotate every thirty minutes so that all students can be served with Compass Learning during the after school program.

Marlboro County School District is currently involved in a multitude of new initiatives such as TAP (Teacher Advancement Program), Anderson V Curriculum, Corrective Reading, and Open Court's Imagine It. However, there is a lack of coordination of programs, insufficient professional development for teachers, and inadequate materials for implementing the Anderson V curriculum. Presently, there is no instructional facilitator to assist in the coordination of these initiatives.

**SPRING 2007 PACT SCORES BY SUB-GROUPS**  
 (Population diversity and free/reduced lunch)  
**GRADES 3-8**

**ELA**

	<b>Enrollment</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	154	36.0	50.0	11.3	2.1
Male	80	44.0	45.3	10.7	0
Female	74	28.4	55.2	11.9	4.5
White	12	33.3	44.4	22.2	0
African-American	133	36.3	50.8	10.5	2.4
Subsidized Meals	137	39.4	47.2	11.8	1.6

**Math**

	<b>Enrollment</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	154	35.2	54.9	7.7	2.1
Male	80	30.7	57.3	10.7	1.3
Female	74	40.3	52.2	4.5	3.0
White	12	33.3	55.6	11.1	0
African-American	133	34.7	54.8	8.1	2.4
Subsidized Meals	137	37.8	52.8	7.1	2.4

**SPRING 2007 PACT SCORES BY SUB-GROUPS**  
**Science**

	<b>Enrollment</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	101	71.7	20.7	4.3	3.3
Male	52	67.3	26.5	4.1	2.0
Female	49	76.7	14.0	4.7	4.7
White	5	NA	NA	NA	NA

African-American	92	75.0	17.9	4.8	2.4
Subsidized Meals	86	74.7	19.0	3.8	2.5

### Social Studies

	Enrollment	Below Basic	Basic	Proficient	Advanced
All Students	105	69.8	28.1	2.1	0
Male	55	71.2	25.0	3.8	0
Female	50	68.2	31.8	0	0
White	8	NA	NA	NA	NA
African-American	90	72.3	26.5	1.2	0
Subsidized Meals	93	69.8	27.9	2.3	0

### Three Years of PACT Data

#### PACT: English/Language Arts (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	37.9	33.3	14.8	34.5	37	51.9	34.1	29.6	22.2	3.4	0	11.1
4	41.4	48.2	36.4	44.8	30.8	54.5	13.8	23.1	9.1	0	0	0
5	47.2	48.2	60.0	47.2	32.1	32.0	5.6	21.4	8.0	0	0	0

#### PACT: Mathematics (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	53.3	40.7	44.4	40	44.4	48.1	3.3	14.8	7.4	3.3	0	0
4	41.4	50	40.9	34.5	38.5	45.5	20.7	11.5	9.1	3.4	0	4.5
5	56.8	39.3	48.0	43.2	50	48.0	0	10.7	0	0	0	4.0

**Analysis of PACT Data  
Reading and Math  
2005-2007**

**Analysis of Third Grade ELA Data (2005-2007)**

An analysis of data from the past three years reveals that the percentage of third graders scoring advanced increased in reading from 0% in 2006 to 11.1% in 2007, whereas the number of third graders scoring proficient slightly decreased from 29.6 in 2006 to 22.2 in 2007. The percentage of third graders scoring basic increased nearly 15 percentage points from 2006 to 2007. Finally, the percentage of students scoring below basic declined from 2006 to 2007 which was positive growth. When looking at the three year cycle, the percentage scoring advanced was only 3.4 in 2005, declining to 0% in 2006 and upward to 11.1 % in 2007. The growth was inconsistent over three years. The students scoring proficient steadily declined from 2005-2007. Over a three year period, the percentage of students moving into basics increased consistently, thus consistently declining the number of students scoring below basic. In summary, the percentage of students scoring below basic is decreasing; the number of students moving upward to basic is consistently increasing. However, the number of students moving upward into the proficient and advanced categories is inconsistent and insufficient.

**Priorities:**

- 1) Decrease the number of students scoring below basic in ELA
- 2) Increase the number of students scoring basic and above in ELA

**Analysis of Third Grade Math Data (2005-2007)**

None of the third graders scored advanced in 2006 nor in 2007, and the percentage scoring proficient declined from 14.8% in 2006 to 7.4% in 2007. The number of third graders moving to basic increased from 2006 to 2007 by 4 percentage points, but the percentage scoring below basic increased by 4 percentage points from 2006-2007. Over three years, the decline in percentage scoring advanced went from 3.3% in 2005 to 0% in 2006 and 0% again in 2007. There was inconsistent growth over three years in the percentage scoring proficient (3.3% in 2005, 14.8% in 2006, and 7.4% in 2007). In math, the three year trend was positive with consistent growth: 40, 44, and 48.1. Finally, the percentage of students scoring below basic decreased consistently over the three years. In summary, there has been positive movement in the percentage of students scoring basic and a positive decline of the percentage of students scoring below basic; nevertheless, the percentage of students scoring advanced needs to show positive gains consistently and the percentage of students scoring proficient needs to improve.

**Priorities:**

- 1) Decrease the number of students scoring below basic in math
- 2) Increase the number of students scoring basic and above math

**Overall analysis**

Due to the lofty number of students scoring below basic in ELA and math, the elevated number of students scoring basic as well as the relatively low number of students scoring proficient and advanced in both ELA and math, emphasis must remain on improving ELA and math skills in grade three.

**Analysis of Fourth Grade ELA Data (2005-2007)**

Not one of the fourth graders scored advanced in neither 2006 nor 2007. The percentage scoring proficient declined by 14 points from 2006 to 2007, whereas the number scoring basic increased 20+ points from 2006 to 2007. The percentage scoring below basic decreased by over 11 points from 2006 to 2007. Over three years, consistently, no fourth grader scored advanced; the percentage scoring proficient was up to 13.8% in 2005, increased by 10 points in 2006, but fell drastically to 9.1% in 2007. The growth to basic was inconsistent moving from 44.8 in 2005 to 30.8 in 2006 and up to 54.5 in 2007. The percentage of students scoring below basic increased from 2005 to 2006, but decreased in 2007. Overall the growth in fourth grade ELA advanced category flat-lined at 0% for three years and has been inconsistent in the following three categories: below basic, basic, and proficient.

#### Priorities

- 1) Decrease the percentage of students scoring below basic in ELA
- 2) Increase the percentage of students scoring basic and above in ELA

#### Analysis of Fourth Grade Math Data (2005-2007)

There was a positive gain in the percentage of fourth grade math students scoring advanced from 0% in 2006 to 4.5% in 2007. However, the number scoring proficient decreased slightly from 2006 to 2007 by a little over 2 points. The number moving into basic increased from 38.5 in 2006 to 45.5% in 2007, and consequently, the percentage of students scoring below basic decreased by nearly 10 points from 2006 to 2007. Over three years, there has been inconsistent growth in percentage of students scoring advanced (3.4%, 0%, 4.5% respectfully), and the percentage scoring proficient improved from 2005 to 2006, but declined from 2006 to 2007. The number scoring basic has increased consistently; however, the percentage scoring below basic increased from 2005-2006, but decreased by 10 percentage points in 2007.

#### Priorities

- 3) Decrease the percentage of students scoring below basic in math
- 4) Increase the percentage of students scoring basic and above in math

#### Overall analysis

Due to the lofty number of students scoring below basic in ELA and math, the elevated number of students scoring basic as well as the relatively low number of students scoring proficient and advanced in both ELA and math, emphasis must remain on improving ELA and math skills in grade four.

#### Analysis of Fifth Grade ELA Data (2005-2007)

Not one of the fifth graders scored advanced in neither 2006 nor 2007. The percentage scoring proficient declined by 13 points from 2006 to 2007, whereas the percentage scoring basic flat-lined or remained the same from 2006 to 2007. Fifth grade is the only grade that showed an increase in the percentage of students scoring below basic. Over three years, consistently, no fifth grader scored advanced, and the percentage scoring proficient has been inconsistent: 5.6% in 2005, 21.4% in 2006, and 8% in 2007. Also, the percentage scoring basic declined from 47.2% in 2005 to 32.1% in 2006 and remained at 32% in 2007. Unlike any other elementary grade, the percentage of fifth graders scoring below basic has consistently increased over the past three years.

#### Priorities

- 1) Decrease the percentage of students scoring below basic in ELA
- 2) Increase the percentage of students scoring basic and above in ELA

#### Analysis of Fifth Grade Math Data (2005-2007)

The fifth graders showed an increase in the percentage of students scoring advanced from 0% in 2006 to 4% in 2007. From 2006 to 2007, the percentage of students scoring proficient declined from 10.7% to 0%. Likewise the percentage of students scoring basic slightly declined by 2 percentage points. The percentage of students scoring below basic increased by over 8 points.

Over three years, the percentage scoring advanced increased by 4% points in 2007 only. In 2005 and 2007 0% of the students scored proficient; however, 10.7% scored proficient in 2006. The percentage scoring basic moved up and down: 43.2% in 2005, 50% in 2006, and fell to 48% in 2007. The percentage of students scoring below basic decreased from 2005 to 2006 by over 17% points, but increased from 2006 to 2007 by over 8 points.

#### Priorities

- 1) Decrease the percentage of students scoring below basic in math
- 2) Increase the percentage of students scoring basic and above in math

Due to the lofty number of students scoring below basic in ELA and math, the elevated number of students scoring basic, as well as the extremely low number of students scoring proficient and advanced in both ELA and math, emphasis must remain on improving ELA and math skills in grade five.

### Spring 2007 MAP Scores Grades 2-4 Reading

Grade Fall 2007	Grade 2008-2009	Total Number Tested	Number of Students Scoring in Low Range	Percentage of Students Scoring in Low Range	Number of Students Scoring in Average to High Range	Percentage of Students Scoring in High Range
2	3	29	18	62%	11	38%
3	4	30	21	70%	9	30%
4	5	22	11	50%	11	50%

### Spring 2007 MAP Scores Grades 2-4 Math

Grade Fall 2007	Grade 2008-2009	Total Number Tested	Number of Students Scoring in Low Range	Percentage of Students Scoring in Low Range	Number of Students Scoring in Average to High Range	Percentage of Students Scoring in High Range
2	3	29	17	59%	12	41%
3	4	30	21	70%	9	30%
4	5	22	11	50%	11	50%

After careful review of the 2007 MAP scores, it has been determined that the greatest needs in terms of percentage composite are, by priority, 3rd grade reading (62% low), 3<sup>rd</sup> grade math (57% low), 4<sup>th</sup> grade reading (70% low), 4<sup>th</sup> grade math (70%) and 5<sup>th</sup> grade reading and math (50% low). It is a fact that at least 50% of all students in the aforementioned category are in the low performing range as defined by the MAP score summary report and score scale. Therefore, select students classified by greatest need shall be targeted to move into the average and above average scoring range in the 2008-09 school year.

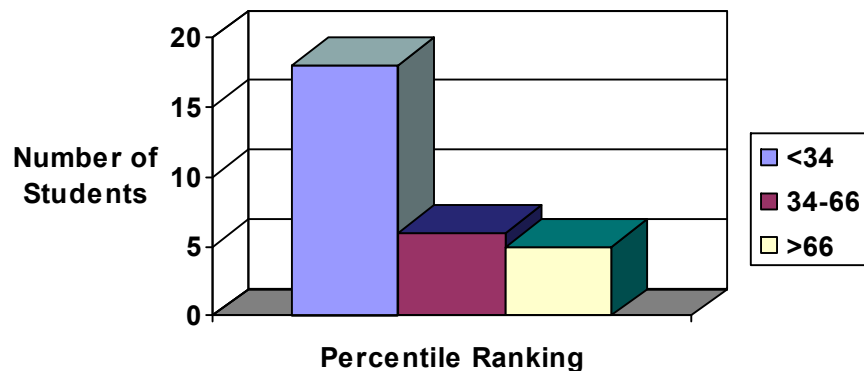
# MAP Scores from Fall 2007

Low Range=Less than 34%

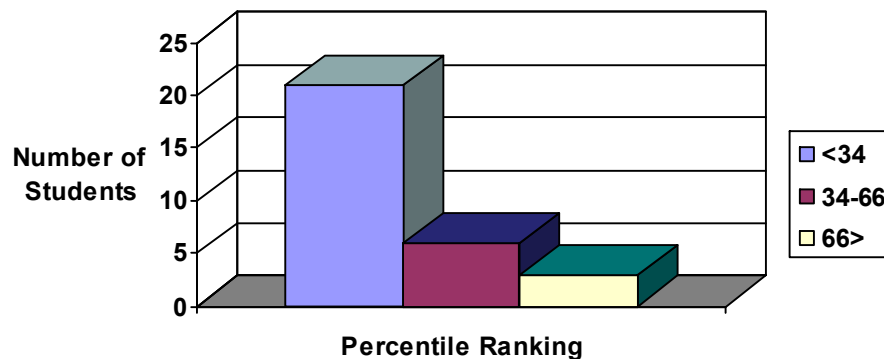
Average Range=34% to 66%

High Range=Above 66%

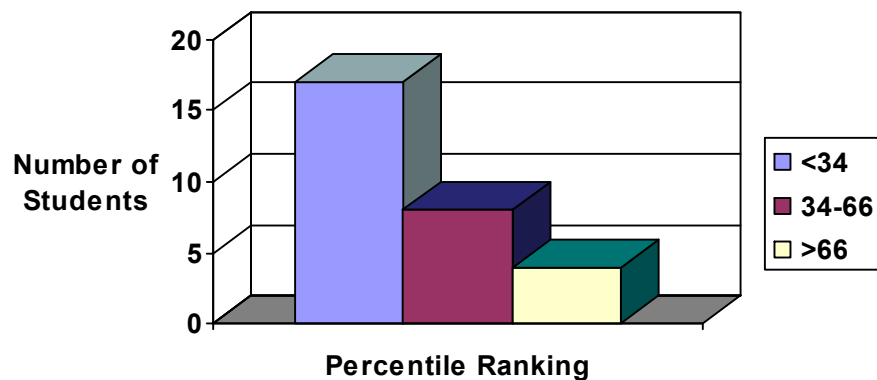
**3<sup>rd</sup> Grade  
Reading MAP Results 2007**



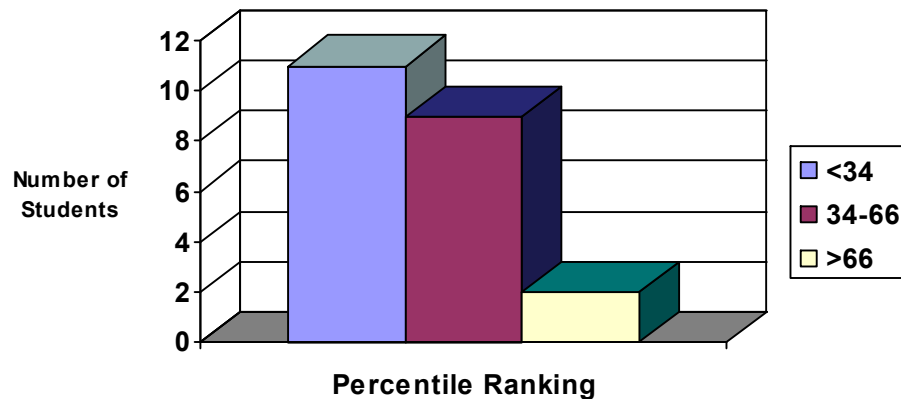
**4th Grade MAP Reading Scores**



**3<sup>rd</sup> Grade  
Math MAP Results 2007**



**5th Grade Reading MAP Results 2007**





## Summary of process used to develop the plan

To begin the FSRP process, the School Leadership Team conducted an intensive examination of the goals for the school's long range plan for TAP, which was developed by the TAP Leadership Team in fall 2007. The TAP long range plan is based upon the 2007 PACT and fall 2007 MAP scores. The School Leadership Team further analyzed testing data to develop the Focused School Renewal Plan for the 2008-2009 school year. Members of the School Leadership Team include the principal, assistant principal, guidance counselor, two TAP master teachers, and two classroom teachers.

## Selection of goals:

To determine the goals for Clio Elementary School's FSRP, the School Leadership Team analyzed all available data. Although the spring 2007 PACT data indicated science and social studies as weak areas, they were not selected as target goals for the FSRP. This decision was based on not having MAP or any other pretest or posttest data available in these two subject areas.

Once the ELA and math scores were analyzed, the team used the NWEA's correlation of MAP to PACT scores; by entering these scores into the SDE's absolute value calculator, they were able to determine the number of test scores that would have to be higher in order to make expected progress. These predictions were based on the SDE's calculations that an improvement of 15 percent each year will result in expected annual progress. After compiling this information, the leadership team decided on these four goals involving reading and math:

- ❖ Targeting the 2008-09 third graders in reading based on their fall 2007 MAP reading scores, which showed 62% of the twenty-nine students (18 of the 29) currently in second grade scoring in the low range and only 38% (11 of 29) scoring average or above. By moving at least eight additional students from the low to average or above by the spring of the third grade year, the percentage of students scoring average or above would increase from 38% to 66% (19 of 29).
- ❖ Targeting the 2008-09 third graders in math based on their fall 2007 MAP math scores, which showed 59% of the twenty-nine students (17 of 29) currently in second grade scoring in the low range and only 41% (12 of 29) scoring average or above. By moving at least six additional students from low to average or above by the spring of the third grade year, the percentage of students scoring average or above would increase from 41% to 62% (18 of 29).
- ❖ Targeting the 2008-09 fourth graders in reading based on their fall 2007 reading scores as third graders on MAP, which showed 70% of the students (21 of 30) scoring in the low range and only 30% (9 of 30) scoring average or above. The team found that by moving at least six additional students from "low range" to the "average or above range" by the spring of the fourth grade year, the percentage of students scoring average or above would increase to from 30% to 50% (15 of 30).
- ❖ Targeting the 2008-09 fifth graders in reading based on their fall 2007 reading scores as fourth graders on MAP, which showed 50% of the students (11 of 22) scoring in the low range and only 50% (11 of 22) scoring average or above. The team found that by moving at least six additional students from "low range" to the "average or above range" by the spring of the fifth grade year, the percentage of students scoring average or above would increase to from 50% to 77% (17 of 22).

**\*Note: Fourth and fifth graders showed equal educational disadvantage in reading and math. After much analysis, the decision evolved to focus on reading. Research has consistently shown that improved reading skills positively impact other subject areas.**

## School Timeline July 2008-May 2009

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

### July

- Hire Instructional Facilitator.
- Order computers for 2<sup>nd</sup> computer lab.
- Disaggregate PACT/MAP data to determine long range goals for TAP implementation.
- Plan professional development for implementation of Imagine It! Reading Program.
- Finalize selection of TAP Master and Mentor Teachers (if there are changes).
- Order materials and supplies necessary for implementation of selected programs (Imagine It! Reading, Connected Math, and Anderson Five Curriculum).

### August

- Conduct training for staff working with Imagine It! Reading Program.
- Provide training for new staff in Anderson Five Curriculum, as well as refresher training for experienced staff.
- Begin implementation of Imagine It! Reading in grades K-5.
- Schedule the weekly TAP cluster meetings.
- Install computers for new Compass Learning Lab.
- Hire and train an instructional assistant to coordinate Compass Learning Lab.
- Conduct lesson planning workshop
- Conduct content area pre-tests

### September

- Schedule fall MAP testing.
- Initiate the schedule for the Compass Learning Lab.
- Monitor implementation of Imagine It! Reading.
- Observe in ELA and Math classes for program implementation and effective teaching strategies.
- Review lesson plans each week for effective planning that will result in successful program implementation.
- Demonstration lessons in classrooms.
- Benchmark testing in math, ELA, social studies, and science
- Conduct workshop in pacing guides and strategies for planning student activities
- TAP Cluster Meetings

### October

- TAP cluster meetings
- Begin Cycle I of TAP observation.
- Continue with program monitoring, observations and lesson plan reviews.
- Monitor Compass Learning Lab usage through observations and analysis of lab reports.
- Conduct end of nine weeks benchmark exams.

### November

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin Cycle II of TAP Observations.
- Conduct benchmark testing in math, ELA, social studies and science
- Continue TAP cluster meetings.

## December

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Continue TAP cluster meetings.

## January 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin Cycle III of TAP Observations.
- Continue TAP cluster meetings.
- Conduct end of nine weeks benchmark exams

## February 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Begin Cycle IV of TAP Observations.
- Administer Winter MAP testing.
- Analyze Winter MAP results and make adjustments in instruction to prepare students for PACT in 2009.
- Continue TAP cluster meetings.
- Benchmark testing in math, ELA, social studies and science

## March 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Prepare FSRP Satisfactory Implementation Report for submission to State Department.
- Continue TAP cluster meetings.
- Benchmark exams

## April 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Continue TAP cluster meetings.

## May 2009

- Continue with all program implementation, monitoring, observations, feedback, training and support.
- Administer PASS testing.
- Administer Spring MAP testing (because of TAP requirements).
- Continue TAP cluster meetings.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1: By April 1, 2009, at least 66% (an additional 8 students) Grade 3 students will score average or above in Reading as measured by MAP (fall '07 to winter '09 administrations).**

**\*Note: 8 Additional students will move from low range to the average or above range**

**Low Range=Less than 34%      Average Range=34% to 66%      High Range=Above 66%**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Provide instructional support and coaching through the implementation of the TAP program and Anderson V Curriculum.</b>	<b>TAP Master/Mentor Teachers, Principal, Instructional Facilitator</b>	<b>Sept. 08</b>	<ul style="list-style-type: none"> <li>❖ Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>❖ Master teachers will document cluster meetings using TAP's computerized record keeping system.</li> <li>❖ Content area teachers will attend weekly TAP cluster meetings.</li> <li>❖ Master teachers will model strategies and expectations of TAP model for content area teachers.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>❖ Observations will be based on TAP rubric.</li> <li>❖ Weekly and ongoing feedback via conference and written feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Principal and/or Master teachers will review lesson plans weekly to determine compliance with Anderson V and TAP rubric as documented on Lesson Plan Feedback form.</li> </ul>

			❖ Master teachers will collect necessary artifacts and documentation of implementation of TAP model to include all forms of feedback to teachers.
<b>Provide instructional facilitator to perform the following duties:</b> <ul style="list-style-type: none"> <li>➤ data analysis</li> <li>➤ implementation of programs</li> <li>➤ monitoring of curriculum</li> </ul>	<b>Principal, Instructional Facilitator</b>	<b>Sept. 08</b>	<ul style="list-style-type: none"> <li>• Principal will employ an instructional facilitator in July.</li> <li>• Instructional facilitator will provide ongoing formative assessments to core teachers.</li> <li>• Instructional facilitator will work with core teachers on analysis and disaggregation of formative data.</li> <li>• Instructional facilitator will provide feedback to teachers and principal regarding assessment data.</li> <li>• Instructional facilitator will provide data walls each semester.</li> <li>• Instructional facilitator will assist Master teachers in providing data notebooks to core teachers.</li> <li>• Instructional facilitator will work with Master teachers to coordinate professional development activities as documented by calendars, program agendas, and sign in sheets.</li> <li>• Instructional facilitator will participate in TAP observations as documented by TAP logs.</li> </ul>
<b>Establish a second computer lab to use Compass Learning computer-assisted instruction.</b>	<b>Principal, Computer Lab Assistant, Instructional facilitator, teachers</b>	<b>Aug. 08</b>	<ul style="list-style-type: none"> <li>• Principal will secure funding for computers and lab assistant to implement Computer Learning in Lab.</li> <li>• Lab assistant will maintain a weekly schedule of classes that utilize computer lab.</li> <li>• Lab assistant will provide quarterly reports to teachers and principals as documentation of use of computer lab and to determine areas of difficulty and student needs.</li> <li>• Teachers will take students to the computer lab consistently as scheduled by Lab assistance for the purpose of reinforcing classroom instruction.</li> <li>• Teachers will analyze quarterly lab reports and use data notebooks to guide instruction.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, 62% (18 of 29) of the Grade 3 students will score average or above in Math as measured by MAP (fall '07 to winter '09 administrations).**

**\*Note: 6 Additional students will move from low range to the average or above range**

**Low Range=Less than 34%      Average Range=34% to 66%      High Range=Above 66%**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Provide instructional support and coaching through the implementation of the TAP program and Anderson V Curriculum.</b>	<b>TAP Master/Mentor Teachers, Principal, Instructional Facilitator</b>	<b>Sept. 08</b>	<ul style="list-style-type: none"> <li>❖ Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>❖ Master teachers will document cluster meetings using TAP's computerized record keeping system.</li> <li>❖ Content area teachers will attend weekly TAP cluster meetings.</li> <li>❖ Master teachers will model strategies and expectations of TAP model for content area teachers.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>❖ Observations will be based on TAP rubric.</li> <li>❖ Weekly and ongoing feedback via conference and written feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Principal and/or Master teachers will review lesson plans weekly to determine compliance with Anderson V and TAP rubric as documented on Lesson Plan Feedback form.</li> </ul>

			<ul style="list-style-type: none"> <li>Master teachers will collect necessary artifacts and documentation of implementation of TAP model to include all forms of feedback to teachers.</li> </ul>
Provide an instructional facilitator for the data analysis, implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Instructional Facilitator	Sept. 08	<ul style="list-style-type: none"> <li>Principal will employ an instructional facilitator in July.</li> <li>Instructional facilitator will provide ongoing formative assessments to core teachers.</li> <li>Instructional facilitator will work with core teachers on analysis and disaggregation of formative data.</li> <li>Instructional facilitator will provide feedback to teachers and principal regarding assessment data.</li> <li>Instructional facilitator will provide data walls each semester.</li> <li>Instructional facilitator will assist Master teachers in providing data notebooks to core teachers.</li> <li>Instructional facilitator will work with Master teachers to coordinate professional development activities as documented by calendars, program agendas, and sign in sheets.</li> <li>Instructional facilitator will participate in TAP observations as documented by TAP logs.</li> </ul>
Establish a second computer lab to use Compass-Learning computer-assisted instruction.	Principal, Computer Lab Assistant, teachers	Aug. 08	<ul style="list-style-type: none"> <li>❖ Principal will secure funding for computers and lab assistant to implement Computer Learning in Lab.</li> <li>❖ Lab assistant will maintain a weekly schedule of classes that utilize computer lab.</li> <li>❖ Lab assistant will provide quarterly reports to teachers and principals as documentation of use of computer lab and to determine areas of difficulty and student needs.</li> <li>❖ Teachers will take students to the computer lab consistently as scheduled by Lab assistance for the purpose of reinforcing classroom instruction.</li> <li>❖ Teachers will analyze quarterly lab reports and use data notebooks to guide instruction.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3: By April 1, 2009, at least 50% (an additional 6 students) Grade 4 students will score average or above in reading as measured by MAP (fall '07 to winter '09 administrations).**

**\*Note: 6 Additional students will move from low range to the average or above range**

**Low Range=Less than 34%      Average Range=34% to 66%      High Range=Above 66%**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Provide instructional support and coaching through the implementation of the TAP program and Anderson V Curriculum.</b>	<b>TAP Master/Mentor Teachers, Principal, Instructional Facilitator</b>	<b>Sept. 08</b>	<ul style="list-style-type: none"> <li>• Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>• Master teachers will document cluster meetings using TAP's computerized record keeping system.</li> <li>• Content area teachers will attend weekly TAP cluster meetings.</li> <li>• Master teachers will model strategies and expectations of TAP model for content area teachers.</li> <li>• Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>• Observations will be based on TAP rubric.</li> <li>• Weekly and ongoing feedback via conference and written feedback will be provided to teachers by principals and/or master teachers.</li> <li>• Principal and/or Master teachers will review lesson plans weekly to determine compliance with Anderson V and TAP rubric as documented</li> </ul>



			<p>on Lesson Plan Feedback form.</p> <ul style="list-style-type: none"> <li>• Master teachers will collect necessary artifacts and documentation of implementation of TAP model to include all forms of feedback to teachers.</li> <li>•</li> </ul>
<p><b>Provide instructional facilitator to perform the following duties:</b></p> <ul style="list-style-type: none"> <li>➤ data analysis</li> <li>➤ implementation of programs</li> <li>➤ monitoring of curriculum</li> </ul>	<p><b>Principal, Instructional Facilitator</b></p>	<p><b>Sept. 08</b></p>	<ul style="list-style-type: none"> <li>❖ Principal will employ an instructional facilitator in July.</li> <li>❖ Instructional facilitator will provide ongoing formative assessments to core teachers.</li> <li>❖ Instructional facilitator will work with core teachers on analysis and disaggregation of formative data.</li> <li>❖ Instructional facilitator will provide feedback to teachers and principal regarding assessment data.</li> <li>❖ Instructional facilitator will provide data walls each semester.</li> <li>❖ Instructional facilitator will assist Master teachers in providing data notebooks to core teachers.</li> <li>❖ Instructional facilitator will work with Master teachers to coordinate professional development activities as documented by calendars, program agendas, and sign in sheets.</li> <li>❖ Instructional facilitator will participate in TAP observations as documented by TAP logs.</li> </ul>
<p><b>Establish a second computer lab to use Compass Learning computer-assisted instruction.</b></p>	<p><b>Principal, Computer Lab Assistant, Instructional facilitator, teachers</b></p>	<p><b>Aug. 08</b></p>	<ul style="list-style-type: none"> <li>❖ Principal will secure funding for computers and lab assistant to implement Computer Learning in Lab.</li> <li>❖ Lab assistant will maintain a weekly schedule of classes that utilize computer lab.</li> <li>❖ Lab assistant will provide quarterly reports to teachers and principals as documentation of use of computer lab and to determine areas of difficulty and student needs.</li> <li>❖ Teachers will take students to the computer lab consistently as scheduled by Lab assistance for the purpose of reinforcing classroom instruction.</li> <li>❖ Teachers will analyze quarterly lab reports and use data notebooks to guide instruction.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 4: By April 1, 2009, at least 77% (17 of 22) of Grade 5 students will score average or above in reading as measured by MAP (fall '07 and winter '09).**

**\*Note: 6 Additional students will move from low range to the average or above range**

**Low Range=Less than 34%      Average Range=34% to 66%      High Range=Above 66%**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Provide instructional support and coaching through the implementation of the TAP program and Anderson V Curriculum.</b>	<b>TAP Mentor/Master Teachers, Principal, Instructional Facilitator</b>	<b>Sept. 08</b>	<ul style="list-style-type: none"> <li>❖ Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>❖ Master teachers will document cluster meetings using TAP's computerized record keeping system.</li> <li>❖ Content area teachers will attend weekly TAP cluster meetings.</li> <li>❖ Master teachers will model strategies and expectations of TAP model for content area teachers.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>❖ Observations will be based on TAP rubric.</li> <li>❖ Weekly and ongoing feedback via conference and written feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Principal and/or Master teachers will review lesson plans weekly to determine compliance with Anderson V and TAP rubric as documented on Lesson Plan Feedback form.</li> </ul>

			❖ Master teachers will collect necessary artifacts and documentation of implementation of TAP model to include all forms of feedback to teachers.
Provide an instructional facilitator for the data analysis, implementation of programs and monitoring of curriculum to improve student achievement.	Principal, Instructional Facilitator	Sept. 08	<ul style="list-style-type: none"> <li>❖ Principal will employ an instructional facilitator in July.</li> <li>❖ Instructional facilitator will provide ongoing formative assessments to core teachers.</li> <li>❖ Instructional facilitator will work with core teachers on analysis and disaggregation of formative data.</li> <li>❖ Instructional facilitator will provide feedback to teachers and principal regarding assessment data.</li> <li>❖ Instructional facilitator will provide data walls each semester.</li> <li>❖ Instructional facilitator will assist Master teachers in providing data notebooks to core teachers.</li> <li>❖ Instructional facilitator will work with Master teachers to coordinate professional development activities as documented by calendars, program agendas, and sign in sheets.</li> <li>❖ Instructional facilitator will participate in TAP observations as documented by TAP logs.</li> </ul>
Establish a second computer lab to use Compass-Learning computer-assisted instruction.	Principal, Computer Lab Assistant, Teachers, Instructional Facilitator	Aug. 08	<ul style="list-style-type: none"> <li>❖ Principal will secure funding for computers and lab assistant to implement Computer Learning in Lab.</li> <li>❖ Lab assistant will maintain a weekly schedule of classes that utilize computer lab.</li> <li>❖ Lab assistant will provide quarterly reports to teachers and principals as documentation of use of computer lab and to determine areas of difficulty and student needs.</li> <li>❖ Teachers will take students to the computer lab consistently as scheduled by Lab assistance for the purpose of reinforcing classroom instruction.</li> <li>❖ Teachers will analyze quarterly lab reports and use data notebooks to guide instruction.</li> </ul>
Implement Imagine It! Reading Program.	Principal, Instructional Facilitator, Teachers	Aug. 08	<ul style="list-style-type: none"> <li>• Teachers will attend training/professional development on Imagine It!</li> <li>• Teachers will document use/implementation of reading program via lesson plans.</li> </ul>

			<ul style="list-style-type: none"><li>• <b>Teachers will receive feedback on lesson plans from principal and/or Master teachers.</b></li></ul>
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: : By April 1, 2009, provide leadership to increase the following MAP reading scores:**

- **66% of Grade 3 students will score average or above in Reading**
- **50% of Grade 4 students will score average or above in Reading**
- **77% of Grade 5 students will score average or above in Reading (fall '07 to winter '09 administrations).**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Monitor implementation of TAP (Teacher Advancement Program)-attend and participate in weekly TAP Leadership Team Meetings.</b>	<b>Principal, Master/Mentor Teachers, Career Teachers</b>	<b>Aug. 08</b>	<ul style="list-style-type: none"> <li>❖ <b>Principal will meet weekly at least twice per month with TAP leadership team to assess the progress and implementation of TAP Program.</b></li> <li>❖ <b>Agendas and calendars will document records of TAP Leadership meetings.</b></li> <li>❖ <b>Principal will conduct weekly observations of TAP teachers as documented by principal's calendar, daily schedule or formal and informal notes.</b></li> <li>❖ <b>Principal will require TAP teachers to submit weekly lesson plans to Master Teachers for feedback.</b></li> <li>❖ <b>Master teachers will document and collect all artifacts necessary for implementation of TAP.</b></li> </ul>
<b>Monitor teacher performance by conducting at least 10 TAP observations each grading period and providing feedback in post-conferences.</b>	<b>Principal, Master Teachers</b>	<b>Oct. 08</b>	<ul style="list-style-type: none"> <li>❖ <b>Principal will conduct weekly observations of TAP teachers as documented by principal's calendar, daily schedule or formal and informal notes.</b></li> </ul>

			<ul style="list-style-type: none"> <li>❖ Principal will require TAP teachers to submit weekly lesson plans to Master Teachers for feedback and as a means of monitoring progress.</li> <li>❖ Master teachers will document and collect all artifacts necessary for implementation of TAP.</li> <li>❖ Principal will use CODE to document the number of observations and feedback conferences conducted by principal.</li> </ul>
Analyze testing data-MAP and PACT.	Principal, Master/Mentor Teachers, Instructional Facilitator	July 08	<ul style="list-style-type: none"> <li>• Principal will provide training to staff on disaggregation of student data during first school month.</li> <li>• Meeting agenda will serve as documentation of training.</li> <li>• Principal will meet with core teachers at least once per semester for the purpose of further analyzing MAP and PACT data, resetting goals, and providing feedback.</li> <li>• Principal notes and logs will document goal setting conferences with teachers.</li> </ul>
Conduct one-on-one goal setting conferences with targeted reading students.	Principal	July 08	<ul style="list-style-type: none"> <li>• Principal will disaggregate PACT and MAP data during first school month.</li> <li>• Principal will select target students in reading according to FSRP.</li> <li>• Principal will hold one-on-one conferences with targeted students to discuss expected reading progress as evidenced by conference summaries.</li> <li>• Principal will meet with core teachers at least once per semester for the purpose of further analyzing MAP and PACT data and setting new goals.</li> </ul>
Monitor implementation of corrective reading program.	Principal, Master/Mentor Teachers, Instructional Facilitator	July 08	<ul style="list-style-type: none"> <li>• Principal will require TAP teachers to submit weekly lesson plans to Master Teachers for feedback and as a means of monitoring Corrective Reading Program</li> <li>• Principal will make sure updated reading materials are available to teachers.</li> <li>• Principal will provide class coverage for select</li> </ul>

			<b>teachers to receive Corrective Reading Training.</b> <ul style="list-style-type: none"><li>• <b>Principal will build in time in daily student schedules for sustained reading</b></li></ul>
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# FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

## Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, provide leadership to increase the following MAP math scores:**

- **62% of the Grade 3 students will score average or above in math (fall '08 and winter '09 administrations).**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Monitor implementation of TAP (Teacher Advancement Program)-attend and participate in weekly TAP Leadership Team Meetings.</b>	<b>Principal, Master/Mentor Teachers</b>	<b>Aug. 08</b>	<ul style="list-style-type: none"> <li>• <b>Principal will meet weekly at least twice per month with TAP leadership team to assess the progress and implementation of TAP Program.</b></li> <li>• <b>Agendas and calendars will document records of TAP Leadership meetings.</b></li> <li>• <b>Principal will conduct weekly observations of TAP teachers as documented by principal's calendar, daily schedule or formal and informal notes.</b></li> <li>• <b>Principal will require TAP teachers to submit weekly lesson plans to Master Teachers for feedback.</b></li> <li>• <b>Master teachers will document and collect all artifacts necessary for implementation of TAP.</b></li> </ul>
<b>Monitor teacher performance, by conducting at least 10 TAP observations each grading period and providing feedback in post-conferences.</b>	<b>Principal, Master Teachers</b>	<b>Oct. 08</b>	<ul style="list-style-type: none"> <li>• <b>Principal will conduct weekly observations of TAP teachers as documented by principal's calendar, daily schedule or formal and informal notes.</b></li> <li>• <b>Principal will require TAP teachers to submit weekly lesson plans to Master Teachers for feedback and as a means of monitoring progress.</b></li> <li>• <b>Master teachers will document and collect all artifacts necessary for implementation of TAP.</b></li> </ul>



			<ul style="list-style-type: none"> <li>Principal will use CODE to document the number of observations and feedback conferences conducted by principal.</li> </ul>
Analyze testing data-MAP and PACT.	Principal, Master/Mentor Teachers, Instructional Facilitator	July 08	<ul style="list-style-type: none"> <li>❖ Principal will provide training to staff on disaggregation of student data during first school month.</li> <li>❖ Meeting agenda will serve as documentation of training.</li> <li>❖ Principal will meet with core teachers at least once per semester for the purpose of further analyzing MAP and PACT data.</li> <li>❖ Principal notes and logs will document goal setting conferences with teachers.</li> </ul>
Conduct one-on-one goal setting conferences with targeted math students.	Principal	Sept. 08	<ul style="list-style-type: none"> <li>Principal will disaggregate PACT and MAP data during first school month.</li> <li>Principal will select target students in math</li> <li>Principal will hold one-on-one conferences with targeted students to discuss expected math progress as evidenced by conference summaries.</li> <li>Principal will meet with core teachers at least once per semester for the purpose of further analyzing MAP and PACT data and setting new goals.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1:** By April 1, 2009, District Administrators will ensure implementation of effective instructional practices in READING at Clio Elementary School as measured by: **By April 1, 2009, provide leadership to increase the following MAP reading scores:**

- **66% of Grade 3 students will score average or above in Reading**
- **50% of Grade 4 students will score average or above in Reading**
- **77% of Grade 5 students will score average or above in Reading (fall '07 to winter '09 administrations).**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that the district budget is analyzed to determine all available funding sources for improving student achievement at Clio Elementary School.	C. Williams, Ass't Superintendent of K-8 Instruction	July 2008	Maximizing funding sources to provide needed resources to support the achievement of this goal. (C. Williams) <ul style="list-style-type: none"> <li>Ass't Superintendent to meet Finance Director to review General Fund and categorical budgets (Title One, ATA, etc.) for the district. (C. Williams, Assistant Superintendent for Instruction)</li> </ul>
Ensure that ELA teachers receive the necessary training to provide effective classroom instruction by providing funding and/or personnel for needed professional development initiatives.	C. Williams, Ass't Superintendent of K-8 Instruction	August 2008	Providing ongoing professional development supports this goal by providing teachers with information on instructional strategies needed to improve student achievement. (C. Williams, Assistant Superintendent for Instruction)
Ensure effective TAP implementation by leading and monitoring the implementation process.	Assistant Superintendent of K-8 Instruction C. Williams	August 2008	Providing instructional leadership and monitoring of TAP implementation supports this goal by ensuring that TAP meets its goal to increase student achievement. (C. Williams, Assistant Superintendent for Instruction)
Sustain the successful implementation of Corrective Reading by providing the necessary training and resources.	C. Williams, Ass't Superintendent of Instruction, K-8	August 2008	Sustaining the implementation of Corrective Reading supports effective instructional programs that increase student achievement goals. <ul style="list-style-type: none"> <li>The Assistant Superintendent will review resources and secure the funds to purchase the necessary</li> </ul>

			<p>instructional materials to implement Corrective Reading.</p> <ul style="list-style-type: none"> <li>• The Assistant Superintendent and Personnel Director will partner with the school administrative team to determine staffing needs for Corrective Reading and to secure the personnel necessary for implementation. (C. Williams, Assistant Superintendent for Instruction)</li> <li>•</li> </ul>
Support the use of the Anderson Five Curriculum to ensure standards coverage in all classes in grades 3-5	Assistant Superintendent, C. Williams	August 08	<p>Maximizing the support and implementation of standards based curriculum supports the goal of improving student achievement.</p> <ul style="list-style-type: none"> <li>• Ass't Superintendent will schedule training for the ELA teachers in the effective use of the Anderson Five standards based curriculum.</li> <li>• Assistant Superintendent will meet with the School Leadership Team to review the needs and determine funding resources needed to effectively implement the Anderson Five curriculum.</li> </ul> <p>Documentation includes: Training agendas, observation notes that include feedback about Anderson Five implementation. .(C. Williams, Assistant Superintendent for Instruction)</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2:** The District Administrators will ensure implementation of effective instructional practices in Math at Clio Elementary School as measured **by April 1, 2009, 62% (18 of 29) of the Grade 3 students will score average or above in Math as measured by MAP (fall '07 to winter '09 administrations).**

**\*Note: 6 Additional students will move from low range to the average or above range**

**Low Range=Less than 34%      Average Range=34% to 66%      High Range=Above 66%**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Ensure that the district budget is analyzed to determine all available funding sources for improving student achievement at Clio Elementary School.	C. Williams, Ass't Superintendent of K-8 Instruction	July 2008	Maximizing funding sources to provide needed resources to support the achievement of this goal. (C. Williams) Ass't Superintendent to meet Finance Director to review General Fund and categorical budgets (Title One, ATA, etc.) for the district. (C. Williams, Assistant Superintendent for Instruction)
Ensure that MATH teachers receive the necessary training to provide effective classroom instruction by providing funding and/or personnel for needed professional development initiatives.	C. Williams, Ass't Superintendent of K-8 Instruction	August 2008	Providing ongoing professional development supports this goal by providing teachers with information on instructional strategies needed to improve student achievement.(C. Williams, Assistant Superintendent for Instruction)
Ensure effective TAP implementation by leading and monitoring the implementation process.	Assistant Superintendent of K-8 Instruction C. Williams	August 2008	Providing instructional leadership and monitoring of TAP implementation supports this goal by ensuring that TAP meets its goal to increase student achievement..(C. Williams, Assistant Superintendent for Instruction)
Support the use of the Anderson Five Curriculum to ensure standards coverage in all classes in grades 6-8.	Assistant Superintendent, C. Williams	August 08	Maximizing the support and implementation of standards based curriculum supports the goal of improving student achievement. Ass't Superintendent will schedule training for the MATH

			<p>teachers in the effective use of the Anderson Five standards based curriculum.</p> <p>Assistant Superintendent will meet with the School Leadership Team to review the needs and determine funding resources needed to effectively implement the Anderson Five curriculum.</p> <p>Documentation includes: Training agendas, observation notes that include feedback about Anderson Five implementation.(C. Williams, Assistant Superintendent for Instruction)</p>
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## FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

### Title and Description of Each Program and Initiative Included in the FSRP

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**MAP** – Measures of Academic Progress (MAP) is the assessment program used for pre- and post-testing in 80+ school districts in South Carolina. The Northwest Evaluation Association (NWEA) has aligned the MAP scores (RIT) to PACT scores for grades 3-8 so that the RIT scale can predict success on PACT.

**Compass Learning** -- A research-based computerized program which is aligned to state standards and provides a stimulating learning experience for students. Clio Elementary/Middle School will use the math and English/language arts components of Compass Learning.

**Imagine It!** – A reading program that is the core program for all students, grades K-5. Each grade level is centered on units which are divided into central themes. Some units involve research, giving students tools they need to discover and learn on their own and as part of a collaborative group.

**Everyday Math/Connected Math** – Everyday Mathematics is a rigorous PreK-6 curriculum used across the country. It is scientifically research-based and proven to build mathematical knowledge from the basics to higher-order thinking and critical problem solving. Connected Mathematics is a middle school program that provides students with an investigative approach to learning mathematics. This math curriculum for grades 6-8 helps students utilize engaging interactive problems and motivating everyday situations to learn math concepts.

**TAP** – Teacher Advancement Program (TAP) is a new strategy to attract, retain, develop and motivate talented people to the teaching profession – and keep them there – by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. Also, it helps teachers to become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

**Anderson V Curriculum** – A Board approved curriculum as the basis for planning standards-based student lessons. The curriculum for PreK-8 includes activities, resources, unit plans, web sites, and sample test items aligned with South Carolina Curriculum Standards in English/Language Arts, Mathematics, Science, and Social Studies.

**Instructional Facilitator** – The Instructional Facilitator is a teacher leader who supports the implementation of best practices which will result in better performance. Working as part of the leadership team with the building principal, an instructional facilitator is key to continuous instructional improvement.